**Breakout 4: Focused Conversations**

Rational Aim:

Participants will explore the levels of a Focused Conversation and generate prompts for 2 focused conversations: 1 topic provided and one topic of interest to them.

Experiential Aim:

Participants will see that using FC is an effective way to facilitate group dialogue. Participants will gain confidence in planning and facilitating a FC.

Materials required for this breakout:

* Sticky notes – yellow and blue
* copies of chapter 2 and p.197 from the resource “The Art of Focused Conversation for Schools” by Jo Nelson
* chart paper
* markers
* Ministry Documents
  + Maximizing Student Math Learning in Early Years
  + Asking Effective Questions monograph
  + Paying Attention to Algebraic Reasoning
  + Paying Attention to Mathematics, K-12
  + Communication in the Math Classroom
* BLM 4.1, 4.2 (reconstructed from the resource p.197 Debriefing the Day) – one copy of each per pair, 4.3 (available electronically only), 4.4 (one per person)

|  |  |  |
| --- | --- | --- |
| **Minds On**  **15 min** | * Groups of 4 - Handout copies of chapter 2, 1 per participant. Participants will be divided into 4 groups. Each group is assigned a description of 1 of the 4 levels of a FC (from chapter 2) to read and summarize. (PPT slide 2) Participants use the following guiding questions:   + What information is being requested at this level?   + What type of thinking is involved?   + Why is this level critical to the success of the conversation? * Each participant individually answers the three questions and then the group comes to consensus and records on the chart paper. * Each group presents their chart paper summary. * Participants reflect on the previous breakouts and identify the levels of FC in which they have engaged. Facilitators may need to remind participants of previous FC. (PPT slide 4) | * copies of chapter 2 and p.197 from the resource “The Art of Focused Conversation for Schools” by Jo Nelson * chart paper * markers |
| **Action**  **15 min**  **20 min** | Part 1 - Paired activity   * Each pair is given (BLM 4.1). They read the background information to set context for FC (material on left of template). Using the questions cut up (from BLM 4.2), each pair sorts the questions into its appropriate level. * Handout copies of p.197 so that pairs can reflect on their sort   + PPT slide 6: after they have had an opportunity to compare their sort against the template: ask “What did you notice about the types of questions being asked at each of the levels?”   Part 2 - Groups of 4 - Creating a Focused Conversation   * Each of the regions will use the document identified below and will generate prompts/questions for each level of a FC as well as experiential and rational aims of that FC. (PPT slide 7)   + Maximizing Student Math Learning in Early Years – London/North Bay pp.4-5   + Asking Effective Questions monograph – Barrie pp.2-3   + Paying Attention to Algebraic Reasoning – Ottawa pp.20-21   + Paying Attention to Mathematics, K-12 – Toronto A / Thunder Bay p.5   + Communication in the Math Classroom, - Toronto B p.1 to top of page 2. * Groups record their focused conversation prompts/questions on chart paper and post around the room. | * copies of chapter 2 and p.197 from the resource “The Art of Focused Conversation for Schools” by Jo Nelson * BLM 4.1. , 4.2 * Maximizing Student Math Learning in Early Years * Asking Effective Questions monograph * Paying Attention to Algebraic Reasoning * Paying Attention to Mathematics, K-12 * Communication in the Math Classroom |
| Consolidate/Debrief  30 min  25 min | Part 1- in their groups of 4   * **Gallery Walk -** Participants view the completed FC and use sticky notes to provide feedback (PPT slide 8) * Participants then use the feedback provided by the group and complete their FC template (electronically this time) so it can be shared with participants in other breakouts.   Part 2 – individually or in pairs   * Create FC questions that can be used while facilitating during next school year to work towards a personal goal.   + Participants may partner and assist each other as they create their FC questions.   Wrap up the session by providing time for participants to complete the BLM 4.4 Exit Ticket. | BLM 4.3 (available electronically), 4.4 |